earworms mbt®

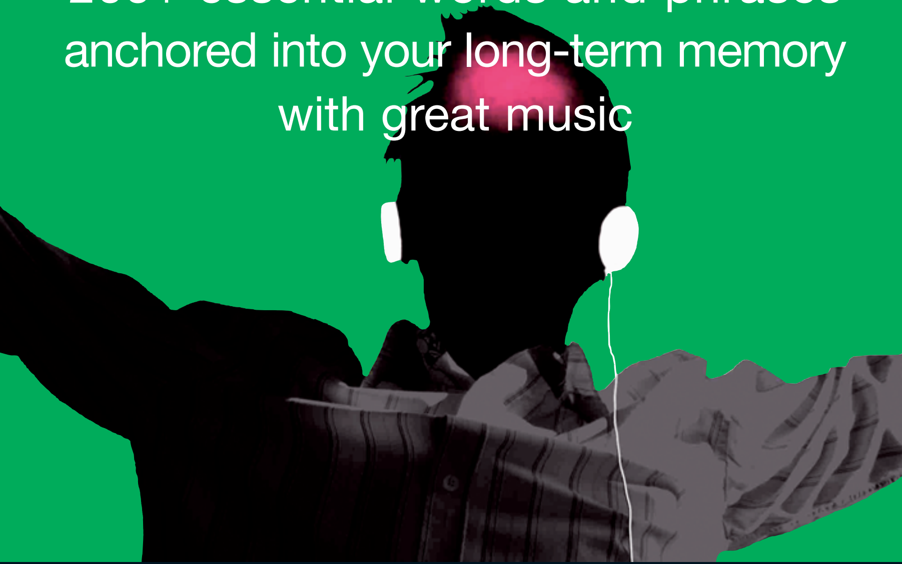
Musical Brain Trainer

Modern Standard

Rapid Arabic

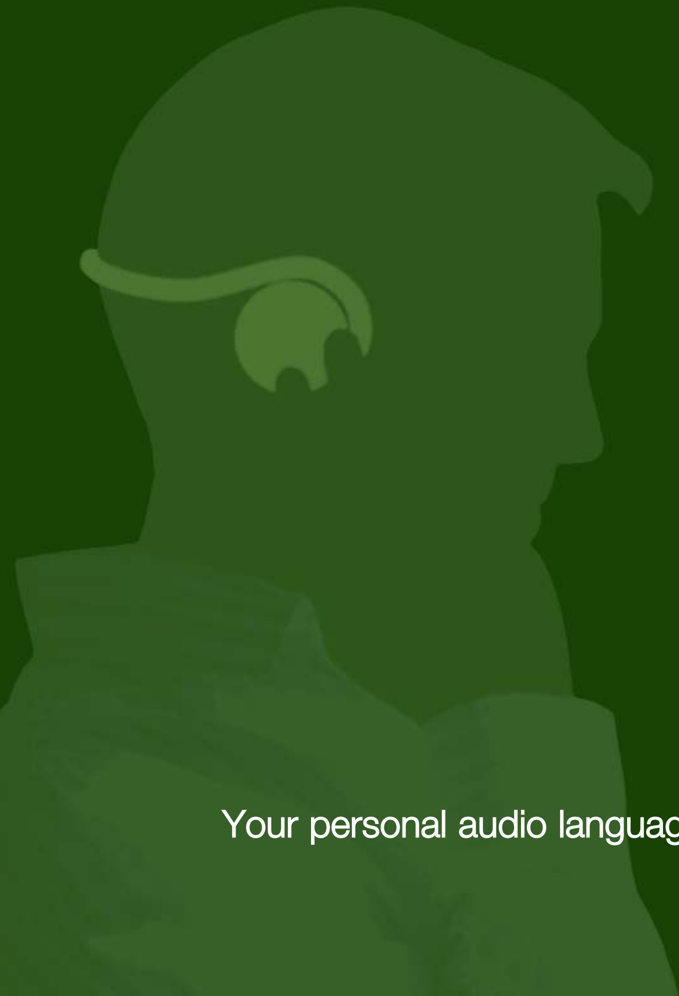
Vol. 1

200+ essential words and phrases anchored into your long-term memory with great music



Your personal audio language trainer

Phrase Book



Your personal audio language trainer

earworms mbt® Rapid Arabic puts the words and phrases you need not just on the tip of your tongue, but also transports them deep into your long-term memory.

Simply by listening to these specially composed melodies with their rhythmic repetitions of Arabic and English a few times, the sound patterns are indelibly burned into your auditory cortex. You will have successfully learned the Arabic phrase and have the correct accent ringing in your ears. Wherever you are, whatever you are doing: While jogging, in the car, in the bath, doing the ironing… you can be learning Arabic at the same time!

earworms mbt® Rapid Languages is the first language course to get your toe tapping.

You know the phenomena of those catchy tunes or earworms that you just can't get out of your head? Voulez-vous coucher avec moi, ce soir? Well, earworms mbt® has put this phenomena to positive use. Gone are the days of learning pressure and frustration at not being able to remember, the experience of many on conventional language courses. In combination with music, the phrases you need are automatically anchored deep into your memory, ready for instant recall.

Music is the key

The idea is as simple as it is old. Before the age of writing, ancient historical events were recorded in verse and song form for easy memorisation. In his book 'Songlines' Bruce Chatwin describes how the Australian Aborigines were able to navigate their way across hundreds of miles of desert to their ancestral hunting grounds without maps. And how? The extensive lyrics of their traditional songs were exact descriptions of the routes!

Rhythm and words i.e. song and verse have always been a very powerful memory aid, and this is supported by recent scientific research. The advertising industry knows only too well how powerful music can be in getting the message across with brainwashing-like jingles and soundbites.

It really works!

Developed and used over years in the classroom, earworms mbt® Rapid Languages has shown phenomenal success. In tests pupils using this technique regularly get average marks of over 90% compared to less than 50% with conventional book based learning.
Why hasn't music been used more in education up to now? Imagine kids at school getting a CD of hip hop songs with all the historical dates they have to learn, or all the irregular verbs they have to learn! Wouldn't that make their (and teachers') school lives much easier, much more fun, much more successful?

What you get

This volume deals with the essentials for your visit abroad. It looks at typical situations: taking a taxi, at the hotel, at the restaurant, requesting, polite phrases, finding your way, numbers, dealing with problems and so on. Volume 2 will have you talking about yourself and others, past, present and future, likes and dislikes and general conversational items. The themes follow closely the Common European Framework for language learning, a recognised benchmark of language proficiency, and the emphasis is constantly on usefulness to the learner.

Modern Standard Arabic

Modern Standard Arabic is the official written language of the Arabic speaking world. It also doubles up as a universal spoken language to enable peoples of different Arab nations and regional dialects to easily communicate.

As the official written form, it usually follows strict rules of grammar with special case endings (as in Latin), but as a spoken language these endings can be, and often are, left out, which is good news for the initial learner.

The earworms approach here has been to record the language as it might be spoken in the simplest possible, most useful way. The phonetic text we have included follows (as far as is possible) the original Arabic intonation heard in the recordings. For the sake of clarity of thought, the original Arabic text together with an interesting method for internalising the Arabic alphabet has been treated separately and is available on the earworms website. Check it out at:
www.earwormslearning.com > extras > Arabic.

Lastly - a word of thanks

The earworms team would like to thank you for putting your trust in our 'slightly different' learning concept and are sure that you will have the success that many others have already had. It's motivating to know that learners are really benefiting from our research and development. Also, as accelerated learning is a rapidly growing field, we look forward to hearing your experiences and successes - so feel free to visit us on the website:

www.earwormslearning.com

1. I'd like... / May I have...?

I'd like / I want...	Ureed...
...a coffee...	...cah-huwa...
...with milk.	...bil haleeb.
please (said to a man) (Literally: from your grace)	min fudluk*
please (to a woman)	min fudlik*
I want a coffee, please! (to a waitress)	Ureed cahua, min fudlik.
Yes.	Na-am.
Thank you.	Shukrân.
Don't mention it.	Aaafwan. (spoken with a long drawn 'A')
tea	shaay
and sugar	wa soo-karr
and	wa
Please, a tea with sugar.	Min fudlik, shaay bil soo-karr.
water	meh' (spoken with a glottal stop**)
a bottle of water	kaneenet meh'
I want a bottle of water.	Ureed kaneenet meh'.
May one have a bottle of water? (Lit.: Possible - a bottle water?)	Moomkin kaneenet meh'?
possible	moomkin
Is it possible?	(Hal) moomkin?
Is it...?	Hal...? (signifies a question)
Good!	Jayid!

* When addressing a man, woman, or group of people, there are different endings to words.

** a glottal stop sound is e.g. when you say 'Uh-oh', or if a cockney says wa'er (water).

2. To eat, to drink, to order (Use of verbs)

to eat	an arkulo
I want - to eat - something. (Lit.: I want - that I eat - something.)	Ureed - an arkulo - shai'an.
Excuse me...	Aaafwan... (speak with a drawn 'A')
Excuse me, I'd like to eat something.	Aaafwan, ureed an arkulo shai'an.
Excuse me, I'd like to order something.	Aaafwan, ureed an atlooba shai'an.
to order	an atlooba
to order - something	an atlooba - shai'an
Can I have the menu?	(Hal) moomkin al menoo?
Yes, of course.	Na-am, tabaan.
of course	tabaan
Here you are.	To a man: Tafâddal. To a woman: Tafâddali.
I'd like a kebab and salad.	Ureed kabeb wa salata.
Falafel and hummus.	Falâfil wa hhommus.**
soup	shurr-bah
bread	khobs**
Can I have some bread, please.	Moomkin khobs, min fudluk.
I want to drink...	Ureed an ashrub...
...an orange juice. (Lit.: juice orange)	...asir burtook'al.
to drink	an ashrub
Thank you.	Shukrân.

**Listen carefully to the pronunciation of hhommus and khobs. Try to imitate them.

3. Have you got...?

Have you got a table? (Is with you* a table?)	Hal aindakum tawilah?
with you	aindakum
...a table for 2	...tawilah li ithnayn
for 2 / 3	li ithnayn / thelêta
Yes, of course.	Na-am, tab a-an.
Sorry, no.	Asif / Asif(a), lair' / la-a'. (glottal stop at end)
What - do you want - to order? (Lit.:What do you want that you order?)	Mad-tha - tureed - an tatloob?
You want to order?	Tureed an tatloob?
I want to order.	Ureed an atloob.
Everything okay?	Kullshayi tamâm?
every-thing	kull-shayi
every	kull
thing	shayi
okay	tamâm (Tamâm also meens 'agreed'.)
The bill, please!	Al heeseb, min fudluk (fudlik)!
please (alternative version)	To a man: lau samahht To a woman: lau samahhti
Can I pay by card? (Possible - that - I pay - by card?)	Moomkin - an - adfaa - bel carrt?
to - pay (that - I pay)	an - adfaa
by card	bel carrt
No problem! (There isn't - a problem!)	Mair fi - mooshkilla!
problem	mooshkilla

* 'Do you have...?' in Arabic is expressed as: 'Is with you...?' = Hal aindakum...?

4. To the airport! (Travelling by taxi)

Although there are usually strict rules about the setting of taxi fares, taxi drivers sometimes seem to forget this! It's better to agree on a price before starting off. Here's how to do it:

Taxi!	Tax!
To the centre!	Ila - al markez!
To the ...	Ila-al ... (join the sounds)
... city center. (centre of the city)	... markaz al medina.
To the airport!	Ila-al mataar!
I want to go - to the airport. (I want - that - I go - to the airport.)	Ureed - an - adth-hab - ila al mataar.
to go (that - I go)	an - adth-hab
to this hotel (to - this - the hotel)	ila hed-tha al-funduq' (glottal stop)
to this address (to - this - the address)	ila - hed-tha - al anuen
I want to go to this address.	Ureed an adth-hab ila hed-tha al anuen.
to this museum	ila hed-tha al madt-haf
How much is the fare? (How much - the bill?)	Bi kam al heesseb?
30 Dollars.	Theleteen doolar.
Oh - that's much!	Oh - hed-tha katheer!
Expensive!	Rrelly!
Very expensive!	Rrelly ji-dan!
Is it possible less?	Hel moomkin ak'-al?
less	ak'-al
There is not a problem.	Mair fi mooshkilla.
1000 thanks.	Alf' shuckr.
Excellent!	Mumtez!

5. Numbers, days & time

For clock time the ordinal numbers: 1st 2nd etc. are used (with the exception of one o'clock, 'al wêhida', which translates as 'the one and only'.

Cardinal numbers		Ordinal numbers	
1	wêhid	the one	al wêhida
2	ithnayn	the 2nd.	ath-th*êni(ya)**
3	thalêtha	the 3rd.	a**th-th**êlith(a)
4	arba-a	the 4th.	a**r-r**abi(a)
5	khamsah	the 5th.	al-khêmis(a)
6	sittah	the 6th.	a**s-s**êdis(a)
7	saba-ah	the 7th.	a**s-s**êbia(a)
8	thamêneya	the 8th.	a**th-th**êmin(a)
9	tisaah	the 9th.	a**t-t**êsi(a)
10	aashara	the 10th.	al-âishir(a)
		the 11th.	a hêddi(a) aishera
		the 12th.	a**th-th**êni(ya) aishera

*Notice most articles of the ordinal numbers (ath, ar, as etc.) take on the same sound as the number: A**th-th**êlitha, a**r-r**abi(a), a**s-s**êdis(a).

** 'ya' or 'a' at the end signifies the feminine form, which is the one used in the case of clock time.

What time is it? (Lit.:How much - o'clock?)	**Kam - assâ-a?**
o'clock	assâ-a
6 o'clock (o'clock - the 6th.)	assâ-a - as-sêdisa
6 (o'clock) It's actually enough to say:	as-sêdisa
10 (o'clock)	al-âishira

Half past, a quarter past, a third past!!

half past (and half)	wa nisf
half past 7 (7th and a half)	as-sêbia – wa nisf
quarter past (and quarter)	wa ruboah
a quarter past 7 (7 and a quarter)	as-sêbia – wa ruboah
quarter to (less a quarter)	illa ruboah
a quarter to 9 (the ninth – less - a quarter)	at-têsia - illâ - ruboah
20 past... (plus a third)	wa thulth
20 to... (less a third)	illâ thulth
20 to ten (10 - 1/3 of an hour)	al-âishira – illâ thulth

Now here is your challenge. Try filling the gaps!

10 o'clock	assâ-a - al- ...
half past 8	... -thêmina- ... - nisf
half past 9	at-têsia - wa ...
quarter past 7	as-sêbia - ... - ruboah
quarter to 6	as-sêdisa - ... - ruboah
20 past 4 (4 and a third)	ar-rabia - ... - thulth

The days of the week:

Sunday (day) one	(yawm) al-ahad (it is enough just to say 'al-ahad')
Monday (day) two	(yawm) al-ithnayn
Tuesday	(yawm) at-thulatha-air'
Wednesday	(yawm) al-arba-a
Thursday	(yawm) al-khamees
Friday	(yawm) al-joumu-a'
Saturday	(yawm) as-sabt

6. Is there ...?

Excuse me!	Aaafwan / Lau samahht!
Is there a bank – near here? (Is there a bank – near from here?)	Hal hoonegg bank - qarib min hunna?
a supermarket	a superrmarket
a post office	maktab al barid
an office	maktab
a doctor	tabeeb
I'm looking for a doctor.	Ana* ab-hadth tabeeb.
I'm - looking for…	Ab-hadth...
a hospital - the hospital**	mustashfah** - al mustashfah
Is there…? (There are two versions)	Hal hoonegg...? / Hel yooshed...?
a pharmacie	saidalaya
Excuse me, I'm looking for the toilet.	Aaafwan, ab-hath al tolet.
a toilet / the toilet	tolet / al tolet
an internet cafe	internet cafe
Where...?	Aina...?
Where is the town center?	Aina markaz al medina?
Where is the market?	Aina al sooq'? (glottall stop)
I'm sorry...	A man says: Ana asif... A woman says: Ana asfa...
...don't know.	...lair' ar-if.
I know.	(Ana)* ar-if.

* Ana = 'I' / 'I am' is often left out if it is obvious that you are referring to yourself.

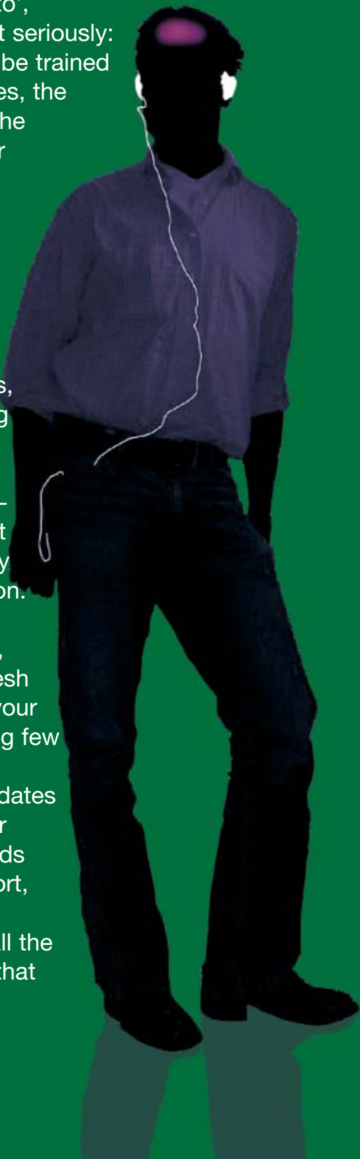
** There is no 'a' (indefinite article) in Arabic. 'a hospital' = mustashfah, whereas 'the hospital' = al mustashfah.

How often do I have to listen to the earworms CD before I can really remember all the language on it?

With the appeal of the earworms songs we hope that it is not a question of 'having to', it is rather a question of 'wanting to'. But seriously: the memory is like a muscle, it needs to be trained and exercised. Based on scientific studies, the ideal is listening relatively intensively at the beginning (the learning phase), thereafter listening periodically to review what you have learnt and refresh your memory.

In practical terms this means listening to the whole album the first day, in order to 'tune your ear in' to the sounds of the language. Then listen regularly, several times, over a period of one or two weeks, making sure that you listen to every song equally as many times. While listening, actually speak the words out loud, when you can, to get a feeling for their pronunciation. After this, go through the booklet and test your knowledge, picking out any gaps that you may wish to concentrate on.

Lastly, the review phase. As we all know, memories fade, so it is important to refresh your memory by listening to the CD at your leisure, say, once a week for the following few weeks. Thereafter, monthly.
This review phase is crucial as it consolidates your knowledge and transfers it into your long-term memory. Although this demands self-discipline, it is of course without effort, as you are only listening to songs.
The result is that you will be able to recall the words and phrases with the same ease that you remember your telephone number!



7. Directions

How do I get (or go) to the town centre?	Kayfa adth-hab ila al markaz al madina?
How...	Kayfa...
...I go...	... adth-hab...
...to the city centre?	...ila al markaz al madina?
Where is the market?	Aina al soo~~q~~?’ *(spoken with a glottal stop)
The big market or the little market?	Al soo~~q~~’* al kabir aow al soo~~q~~* al sahir?
the big market (the market, the big)	al soo~~q~~’* al kabir
or - the little market (the market - the little)	aow - al soo~~q~~’* - al sahir
Take this street.	Khoth ha-tha el taree~~q~~’*.
Take...	Khoth...
...this (the) street.	...ha-tha al taree~~q~~’*.
Straight on, 100 metres.	Al atool, meet metr.
Then...	Thuuma...
...to the right.	...al yamean.
to the left	al yasar
memory hook for yamean: do ya mean right?	
Is it far?	Hal baid?
No, not far.	Lair’, laysa baid.
About - 500 - metres.	Hawerly - hhomso meet - metr.
2 kilometres	ithnayn kilometr
Many thanks! (1000 thanks)	Alf’ shukr!
You’re welcome.	Achlan wa sachlan.

*The ‘q’ has been struck through here to show that it is hardly pronounced.

8. At the hotel

Hallo!	Marlhaba!
Welcome!	Ahlan wa sachlan!
Have you a room - for two?	Hal indakum ghorfa - li ithnayn?
Yes, we have.	Naam, indana.
How much - is the room?	Bi kem - al-ghorfa?
With (the) breakfast?	Bi’l iftar? Bi’l = Bi el = with the
With a bath?	Bi‘l hammem?
Yes, please.	Naam, min fud**luk** / fud**lik.**
suitcase	hakiba
Where is your suitcase?	Aina el hakaibe-**tuk** / -**tik**?
my suitcase **your** (m) suitcase **your** (f) suitcase **our** suitcase	hakibe-**tee** hakibe-**tuk** (m) hakibe-**tik** (f) haka-**ibna**
My suitcase is there.	Hakibe-**tee** hunegg.
there / over there	hunegg
in the room	fi ‘l ghorfa
in	fi
Where is **my** room?	Aina ghorfa**tee**?
Where is **our** room?	Aina ghorfa**tina**?
(On) the second level. (Lit.: the level - the second)	El tarbooq’ - ath-thêni.
When is breakfast? (Lit.: When the breakfast?)	Emta al iftar?
From 7...	Min as-sêbiaa’...
...to 10.	...ila al-âishira.

9. Problems, problems!

There is... (expressed in two ways)	Hoonegg... / Yooshed...
...a problem.	...mooshkilla.
There is a problem with the air conditioning.	Yooshed mooshkilla bi'l mukayyif.
with the	bil el = bi'l
air conditioning	mukayyif
There is no - warm water.	Lair yooshed - mair sachin*.
warm water (water warm)	mair sachin
cold water (water cold)	mair barid*
I lost	Faqat
I lost - my bag.	Faqat - hakiba**tee**.
my passport	jawas suffer**ee**
passport	jawas suffer
walleth	mahhfasa
my wallet	mahhfasa**tee**
I need...	Ahhtej...
...a doctor.	..tabeeb.
medicine	dewa
fever medicine	dewa hararah
stomach medicine	dewa meidah
aspirin	aspireen

*Adjectives come after the noun.

10. Do you speak English? (Hellos, goodbyes and other greetings)

"Good morning! " - "Good morning!" (Lit.: "Morning of good" - "Morning of light")	Sabaah' al-khayr!... Sabaah' an-noor!
"Good evening!" - "Good evening!" (Lit.: "Evening of good" - "Evening of light")	Masa-a' al-khayr!... Masa' an-noor!
Greetings. (Lit.: The goodness on you.)	As-salaam alay<u>kum</u>.
And greetings to you. (Lit.: And on you the goodness.)	Wa alay<u>kum</u> as-salaam.
How are you? (Lit.: How is the situation?)	To a man: Kayfa har**luk**? To a woman: Kayfa harlik?
I'm fine, thanks to God. (Lit.: I'm with good, thanks to God.)	Ana bi khayr, al-hamdu-lilleh.
Do you speak - English?	Hal tata-kalam - al inglezi?
You speak... / I speak...	Tata-kal-lam… / Ata-kal-lam...
Do - you speak - Arabic?	Hal - tata-kal-lam - al arrabia?
I don't speak Arabic. (Not - I speak - Arabic.)	Lair - ata-kal-lam - al arrabia.
I don't understand. / I understand.	(Ana) lair afham. / (Ana) afham.
Could you speak slowly? (Lit.: Possible - that - you speak - slowly?)	Moomkin - an - tata-kal-lam - bati?
slowly	bati
difficult - very difficult	sa'ab - sa'ba geddan
easy - not easy	sahil - laysa sahil
(It's) hard - to speak - in Arabic.	Sa'ab - ata kalam - bil arrabia.
What is your name?	To a man: Mer ismuk? To a woman: Mer ismik?
My name is...	Ismi...
Do you like - this - country?	Tuhibb - hadtha - el ballad?
Yes, I like it.	Na-am, uhibb.
Hope to (God willing) - see you - soon.	Insha-allah, - nishoofuk - qurriben.
Good bye!	Ma es salaama!

The science behind earworms mbt®

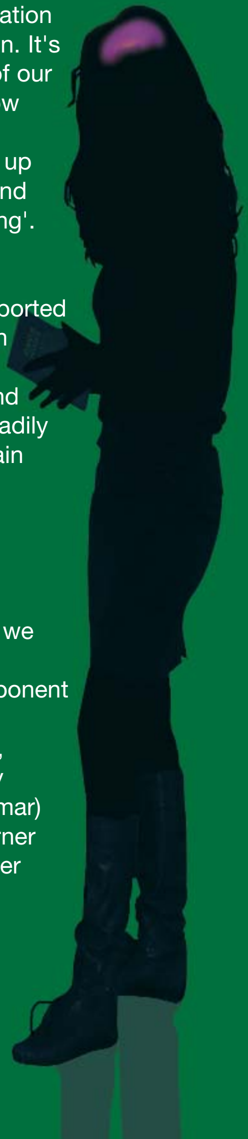
1. How we learn

A large part of learning in general and language learning in particular is to do with the memorisation of words, facts and other significant information. It's a well-known fact that we use only a fraction of our brain power and traditional book learning is now recognised as not suiting every learner.
earworms uses simple techniques which open up and exploit more of the brain's native power, and come under the heading of 'accelerated learning'.

In a recent issue of the journal 'Nature' researchers at Dartmouth College in the US reported that they had pinpointed the region of the brain where 'earworms' or catchy tunes reside, the auditory cortex. They found that the sounds and words that have actually been heard can be readily recalled from the auditory cortex where the brain can listen to them 'virtually' again and again.

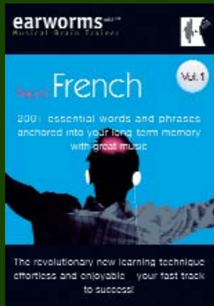
2. What we learn

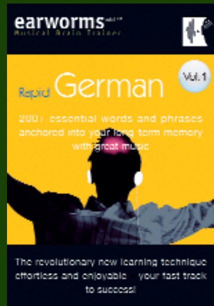
earworms mbt adopts the so-called lexical approach to language. In essence, this means we look at language in terms of whole meaningful chunks, then break these down into their component bite-sized, easily absorbable parts and then reconstruct them. You not only learn complete, immediately useful phrases, you also intuitively learn something about the structure (the grammar) of the language. These 'chunks' which the learner can 'mix and match', gradually build up to cover whole areas of the language.



Also available in this volume:



















Also check out Rapid Volume 2

Details at www.earwormslearning.com



earworms mbt®
Musical Brain Trainer

The Tracks:

1. I'd like... / May I have…? 6:41
2. To eat, to drink, to order 5:48
3. Have you got...? 5:53
4. To the airport 5:36
5. Numbers, days & time 7:48
6. Is there…? 7:07
7. Directions 6:25
8. At the hotel 5:48
9. Problems, problems! 5:20
10. Do you speak English? 8:32

Concept: Marlon Lodge, **Project Development:** Andrew Lodge, **Project Management:** Maria Lodge, **Editorial Supervision:** Renate Elbers-Lodge, **Music:** earworms & AKM, Songs 5,6,9 feature samples by www.platinumloops.com, **Arabic Voice:** Riem Elfar, **Graphic Design:** Jaroslaw Suchorski @ HKP, **Special thanks** to: Jan, Evie, Anna, Freddy, Jane, Noisebox Digital Media.

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Catalogue no. EARW 1001

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